

Grade 1

FORMATIVE ASSESSMENT # 3: READING LANGUAGE ARTS

Targeted LCPS Pacing Guide Skills:

- Listens to models of fluent reading and responds
- Reads sight words such as have, said, where, and two automatically
- Reads with expression
- Use word context clues (meaning), sentence structure (syntax) and visual clues to guide self correction
- Reread and self-correct while reading
- Read familiar text at a rate that is conversational and consistent
- Determine the meanings of words using their context
- Predict, retell, discuss and answer simple questions and describe what the text is about
- Summarize and sequence important events from the story
- Identify elements of a story that include characters, setting, problem and solution
- Recognizes grade level, district approved high frequency words

Targeted New Mexico State Standards and Benchmarks:

- 1A 1, 2, 3, 4, 5, 7
- 1B 1
- 1C 1, 2, 3, 4
- 1D 2, 3, 4, 5
- 2A 1, 3
- 2B 1, 2, 3
- 3B 1, 2

Materials:

- Pencil
- Oral Reading Passage for Teacher
- Student Reading Passage

Teacher Instructions:

- Complete student information on the assessment sheet prior to giving the assessment.
- Staple the student assessment sheets together.
- Students may be assessed in small group or whole group.
- Assessment tasks must be completed by each student without assistance.
- Assessment modifications for SPED students should be made based on the IEP.
- Scoring rubric is to be used by teacher for scoring purposes only. Do not give it to students.

Name:	Grade: 1	Date:
Teacher:	School:	

Grade 1 Assessment #3

Assessment Tasks:

Students will read the passage The Baby Birds independently and then orally to teacher.

Teacher is to keep a running record of oral reading.

Teacher will ask questions about the passage and students will answer questions orally.

The Baby Birds

We have a birdhouse in a tree by our house. In the spring two birds flew by it and looked at it. They found little sticks and dry grass. They made a nest in the birdhouse. One day there were two little eggs in the nest. One of the birds sat on the eggs. After a time, two baby birds came out of the eggs. The mother and father birds fed the baby birds. The baby birds got bigger. The mother and father birds flew by the nest. After a time, the baby birds tried to fly too. All of the birds flew away. Then the nest had no birds.

Questions for Baby Birds

1. What do you think is going to happen next in this story?
2. Please retell the story just the way you read it.
3. Who was in the story? Where did it take place?
4. What did the mom and dad bird do at the beginning of the story?
5. What did they use to build their nest?
6. Have you ever seen a real bird's nest, tell me about it.

The Baby Birds

We have a tree by our house. In the spring two birds flew by and looked at it. They found little sticks and dry grass. They made a nest in the birdhouse. One day there were two little eggs in the nest. One of the birds sat on the eggs. After a time, two baby birds came out of the eggs. The mother and father birds flew by the nest. After a time, the baby birds tried to fly too. All of the birds flew away. Then the nest had no birds.

110 High-Frequency First Grade Words

after
all
am
and
animal
are
at
be
because
best
big
boy
brother
but
can
can't
car
children
come
day
did
do

down
eat
favorite
for
friend
from
fun
get
girl
give
go
good
had
has
have
he
her
here
him
his
house
how

I
in
is
it
jump
kick
like
little
look
made
make
me
my
new
nice
night
no
not
of
off
old
on

out
over
people
play
pretty
quit
rain
ride
said
saw
school
see
she
sister
some
talk
teacher
tell
that
the
them
there

they
thing
this
to
up
us
very
want
was
we
went
what
when
where
who
why
will
with
won't
you
your
zoo

The Train Trip

Mom and I went to visit Grandpa. We rode all the way across the state.

I never had to wear a seat belt. That's because we rode on the train.

I like to ride the train. I can walk all around the train car whenever I want. We never have to pull over at a rest stop. I can make my seat lay down almost like a bed. If we get hungry or thirsty we can buy snacks.

There is even a kid's room with toys and games. Once they showed a movie. I made friends with a boy my age. When you get on the train

they tell you where to sit. Someone comes and takes your tickets. The suitcases go over the seats. I like watching everything zip by when the

train goes fast. Sometime the train goes faster than cars. The whistle blows when the train goes over crossings. You can look in people's

backyards. I waved at some people as we went by. They waved back.

Finally we got to Grandpa's city. I could see him waiting for us. He waved and came to pick up our suitcases. Next week we'll go home the same way we came, on the train.

My Soccer Team

I am so happy! I just found out I can be on the soccer team. We have our first practice Saturday. We practice at my school right after lunch. Our team is called the Blue Bombers. Our colors are blue and white so I get to wear blue shorts and a blue and white shirt. The number on my shirt is seven. I'm seven years old, too. I think seven must be my lucky number. We play our first game next week on Saturday. I can't wait to play. My dad said if I practice a lot I will do well at the games. My dad is going to practice with me tonight. Right after dinner my dad is doing to take me to the store to buy some soccer shoes and a soccer ball. Then we will play on the grass by my school. My dad will help me to kick the ball and to run fast and kick the ball at the same time. I am so excited I don't think I will get to sleep tonight. But I better sleep so that I can be rested and strong for my soccer practice.

Grade 1 Reading Language Arts Scoring Rubric # 3

ELEMENTS	Level 0	LEVEL ONE Beginning Step	LEVEL TWO Nearing Proficiency	LEVEL THREE Proficient	LEVEL FOUR Advanced
Vocabulary	No Attempt / No Solution	Has difficulty reading grade level high frequency words	Reads at least 50 to 75 high frequency words from the District Standard List	Reads high frequency grade level words and basal reader vocabulary word lists	Reads above grade level high frequency words, and applies them to daily reading, writing, and speaking skills
Fluency		Is unable to read entire passage Reads in monotone with no expression	Reads passage slowly with errors Reads with some expression and attention to punctuation	Reads passage with normal speech Reads with appropriate expression and recognizes and uses punctuation	Reads above grade level passage independently Reads with good expression and recognizes and uses punctuation
Comprehension		Has difficulty understanding or remembering most parts of the story Can not recall important information or details in the story	Has slight misunderstanding of story events Recalls a few major events and details with prompting to answer questions	Understands the story events accurately Able to answer a minimum of 4 of the questions	Comprehends above grade level text (use appropriate upper level district formative assessment) Answers all comprehension questions accurately